

**PENSACOLA STATE COLLEGE
CAREER SERVICE PERFORMANCE EVALUATION FORM**

Employee _____ SS# _____ Job Title _____

Department/Office _____ Evaluation Period: From _____ to _____

Type of Evaluation: annual _____ probationary _____ special _____

PURPOSE: To assist in accurately appraising Career Service employees, to improve performance, to enhance the supervisor/employee relationship and communication, to improve the motivational climate, and to serve as a useful tool in the growth and development of employees.

INSTRUCTIONS:

1. Check one of the five boxes above the factor description that best describes the employee's performance; complete all categories. Make ratings based strictly on personal knowledge. Evaluators are encouraged to use the "Comments" section below each evaluation factor to record specific examples of behaviors and events, and to indicate necessary actions **FOR EACH EVALUATION FACTOR**. For each evaluation factor where a box at the extreme left or right has been checked, a supporting comment **MUST** be given. The "Evaluators Comments" section at the end of this form should be used to indicate overall comments or improvements.
2. Evaluate employee's work performance for the entire evaluation period under your supervision. Refrain from placing extreme weight on recent events or isolated incidents. Do not allow personal feeling or personalities to govern your evaluation.
3. The Evaluator should list goals and specify job-related details, examples, and/or expected improvements, as required, in the "Comments" section **FOR EACH EVALUATION FACTOR**. The "Evaluator's Comments" section at the end of this form should be used to bring together all the specific comments into a centralized summary that states major action for improved performance.
4. Both the immediate supervisor and the next-level supervisor must agree on the factor evaluations and must sign the form before the evaluation is communicated to the employee. After the employee signs this evaluation, no changes may be made without the employee's knowledge.

QUALITY OF WORK: Consider the accuracy, thoroughness, neatness, and general efficiency of work completed. Appraise employee's standards of quality.

Below standards; makes frequent errors; needs much improvement	Below minimum standards; makes some recurrent errors; needs overall improvement	Meets standards and expectations; acceptable quality of work	Above standards; makes few errors; accurate and thorough to a higher degree	Exceptional performance; produces highest quality work; very accurate and thorough

Comments:

QUANTITY OF WORK: Consider amount/volume of acceptable work produced, use of time, promptness, ability to meet schedules, and productivity levels expected of this position.

Below production standards; wastes time; no initiative; does not meet schedules	Below minimum production standards; does just enough to get by; requires close supervision and occasional prodding	Meets standards for amount and volume of work; acceptable productivity	Above minimum production standards; uses time well; meets schedules and takes the initiative to a higher degree	Exceptional production and very Industrious; produces more than is expected; superior promptness and productivity

Comments:

JOB KNOWLEDGE: Consider employee's understanding of all phases of his/her work, demonstration of specific knowledge, technical skills, and related functions.

Has very minimal knowledge and understanding of job; lacks work experience and/or displays no interest in developing job knowledge/skills	Has limited knowledge of job and related functions; occasionally takes initiative in developing job knowledge skills	Meets standards and is informed about job and related functions	Has good working knowledge and understanding of most aspects of job; takes initiative in developing job knowledge and/or skills to a higher degree	Has thorough knowledge and understanding of all aspects of job; regularly demonstrates specific knowledge and skills

Comments:

ATTENDANCE AND PUNCTUALITY: Consider employee's record of being on the job, the time devoted to actual work, and being on time and punctual.

Excessive absences and/or very frequent tardiness/lateness; needs much improvement	Somewhat lax in attendance and/or reporting for work on time; needs some improvement	Meets standards for attendance and punctuality. Usually present and on time	Very regular in attendance and promptness; seldom absent and time is usually well spent	Always prompt; exceptional in attendance; devotes much time to actual work

Comments:

Employee _____ Social Security _____

COOPERATION/INTERPERSONAL SKILLS: Consider employee's ability to work cooperatively with others, effectiveness in personal relations at all levels, application of interpersonal problem-solving skills, and demonstration of interactions with others.

Often tactless, quarrelsome; consistently causes friction and is uncooperative; not effective in dealing with others; insubordinate and needs much improvement	Usually cooperates in an agreeable manner, but has some difficulties in interaction with others; needs some improvement in working with others	Meets standards. Cooperates with others and has acceptable interpersonal skills	Cooperates well with others to a higher degree; has very few problems interacting with others; congenial and helpful	Very cooperative and tactful; exceptionally effective in personal relations at all levels; excellent use of interpersonal problem solving skills

Comments: _____

DEPENDABILITY: Consider reliability and willingness of employee to follow instructions and to carry out assigned tasks with a minimum of direct supervision. Do you have confidence the job responsibilities were willingly accepted and conscientiously implemented?

Requires close, constant supervision; refuses to accept responsibility; not reliable; needs much follow-up	Below minimum reliability standards; usually dependable but requires some follow-up reminders; has slight difficulty in accepting responsibility and needs some improvement	Meets standards; is attentive to work assigned; accepts responsibility as designated by supervisor	Reliable to a higher degree; accepts responsibility beyond routine; little supervision needed. Dependable and attentive in completing many tasks	Very reliable and requires no supervision; conscientious and dependable in completing all work

Comments: _____

SUPERVISORY PERFORMANCE: (If applicable) Consider the roles and responsibilities of the job (performance evaluation, counseling, communication, discipline, equal opportunity, etc.) requiring effective application of supervisory skills to create a positive, organizational climate.

Lacks supervisory skills-in planning, organizing, communicating, counseling, directing, controlling, etc.; does not understand nor demonstrate scope of responsibilities	Has limited knowledge and understanding of supervisory roles and skills; usually demonstrates basic supervisory skills, but needs improvement in supervisory skills and roles	Meets standards of basic supervision. Implements policies and procedures to get tasks accomplished	Has above standard ~ supervisory skills, knowledge and understanding of supervisory roles; demonstrates superior supervisory skills and understanding of roles to a higher degree; motivates and leads subordinates	Has thorough knowledge and understanding of all aspects of supervisory roles and skills; regularly demonstrates specific supervisory knowledge and skills at the highest level

Comments: _____

EVALUATOR'S COMMENTS: _____

EMPLOYEE'S COMMENTS: (OPTIONAL) _____

 Evaluator's Signature Date

 Evaluators Supervisor's Signature Date

 Employee's Signature Date

NOTE: The employee's signature indicates that this evaluation has been discussed with the employee by the evaluator; it does not necessarily imply agreement with the supervisor's evaluation. Should employee refuse to sign, a witness signature should be added to indicate the employee did receive the evaluation and refused to sign. Distribute copies after all signatures are on this form,